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ABSTRACT

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. In September 1993, surveys were mailed to 3,168 alumni from the class of 1992-93 requesting information on graduate characteristics, current employment/educational status, salary information, and perceptions of MCC. Study findings, based on responses from 1,249 former students, included the following: (1) 44% of the respondents indicated that their primary reason for attending MCC had been to prepare for a future job, 15% to improve existing job skills, and 35% to earn credit for transfer; (2) 78.3% of the respondents were employed at least part-time, with 43% in the services industry and 18% in the manufacturing sector, and 8.4% were unemployed; (3) 46% of the employed respondents indicated that their job was directly related to their education at MCC, while more than 40% said that they were employed in an unrelated field; (4) employed respondents' mean hourly salary was $11.79, the lowest in three years; (5) 12% of the respondents were full-time students, with nearly half of those answering the question (n=234) declaring that MCC prepared them for further coursework; (6) overall, 59% of the male respondents and 63.6% of the females indicated that they were very or extremely satisfied with their MCC experience. The survey instrument, an employer release of information form, and a list of occupations are appended. (KP)

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ED 369 471

Macomb Community College

FOLLOW-UP SURVEY

GRADUATES OF 1992-93

MACOMB COMMUNITY COLLEGE

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Project Director
March 1994
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TABLE OF CONTENTS

Executive Summary iii

Methodology 1

Rate of Response 2

Demographics 3

Objective in Attending MCC 3

Employment 5
- Employer Industry 5
- Current Employment Status 6
- Length of Service With Current Employer 7
- Relationship of Job to MCC Education 8
- Current Job Title 8
- Normal Work Week 9
- Current Salary 9
- Current Starting Salaries 11
- Employment Prior to MCC Courses 12
- Usefulness of MCC Training 13
- Obtaining Employment 14
- Job Performance 14
- Job Advancement 14
- Job Availability 15

Transfers 15
- Destinations 15
- Transfer Majors 16
- Actual Transfers 17
- Lost Credits 18
- Preparation for Continued Education 19

Evaluating Macomb 20
- Rating Macomb 20
- Overall Macomb Experience 20

Verbatim Comments 23
- Content Analysis 23

Summary 24

References 26

List of Tables

1. Grad 1 Response Rates 2
2. Respondent Sex 3
3. Respondents' Objectives at MCC 4
4. Objective by Top 10 Programs 5
5. Employment Status 6
6. Employment Status by Gender 7
7. Time with Current Employer 7
8. Relationship of Job and MCC Education 8
9. Grad 1 Job Titles (1992-93) 8
10. Current Mean Hourly Salary 10
11. Salary Comparisons 11
12. Current Starting Salaries Reported 12
13. Employment in Related Field Prior to MCC Courses 13
14. Job-Related Usefulness of MCC Education 13
15. Extent MCC Courses Helped Getting a Job 14
16. Extent MCC Courses Help Job Performance 14
17. Extent MCC Courses Help Job Advancement 15
18. Respondents' Rating of Job Availability 15
19. Transfer Destinations 16
20. Transfer Majors 17
21. Actual Transfers by MCC Program 17
22. Transfer Program by Gender 18
23. Number of Credits Lost 18
24. Credits Lost by Gender 19
25. Preparation for Further Education 19
26. Mean Ratings, Various Aspects of MCC 20
27. Rating Overall Experience 21
28. Content Analysis of Verbatim Comments 23

List of Figures

1. Survey Follow-Up Process (Grad 1 Responses by Mail Date) 2
2. Grad 1 Objectives 4
3. Occupational Salary Means (By Gender) 12
4. Overall Feeling About MCC (By Receipt of Response--Actual) 22
5. Overall Feeling About MCC (Trend by Date of Receipt . . 22

APPENDIX

A. Grad 1 Survey Instrument 27
B. Consent for Employer Release of Information 29
C. List of Occupations by Category 30
D. Salary Comparisons (Grad Surveys This Year) 32

EXECUTIVE SUMMARY
FOLLOW-UP SURVEY - GRADUATES OF 1992-93
MACOMB COMMUNITY COLLEGE

- ✓ Response was considerably lower owing to change in survey method--from phone to mail, yet it is comparable to rates of Grad 3 and Grad 5.
- ✓ Most respondents indicated job related objectives in attending MCC; the number reporting transfer objectives is increasing.
- ✓ For the first time, we identified employers by SIC codes. Most respondents worked in services industries (43%) or manufacturing industries (18%). The majority (55%) work in Macomb County.
- ✓ 79% of respondents are employed at least part-time, with a median time with their current employer of 32 months.
- ✓ Less than half of respondents see their job as directly or closely related to MCC education.
- ✓ In another first, job titles were coded by general occupational categories. More than one-third were employed as clerical/sales or white collar; 18% reported being in management or professional positions; 12% in service positions; 11% in blue collar jobs.
- ✓ Reported salaries are up from five years ago, but down nearly 2% from last year. The mean hourly salary is $11.79.
- ✓ More than 40% of respondents indicated they were not employed in a job related to their current field before entering MCC.
- ✓ Mean rating on job-related usefulness of MCC education is down from 4.01 last year to 3.40 this year. The drop is attributed to a change in the rating system.
- ✓ More than half say their courses at MCC didn't help them get their present job, but three-fourths say their courses help their job performance.
- ✓ Reported university transfers are down nearly one-third from last year's survey.
- ✓ Respondents' perception of MCC's preparing them for further education has declined for the fourth straight year. Mean ratings dropped from 4.31 to 3.70 in this survey.
- ✓ Ratings of several specific aspects of MCC have also declined according to this year's respondents.

- ✓ Rating of the overall Macomb experience dropped nearly 1 point from last year's mean; however, this, too, is attributable to a change in the rating system.

- ✓ Those graduates who responded quickly to the survey have a slightly higher opinion of MCC than those who responded at the deadline.

FOLLOW-UP SURVEY
GRADUATES OF 1992-93
MACOMB COMMUNITY COLLEGE

For several years, the Department of Research and Evaluation at Macomb Community College (MCC) has conducted regular follow-up studies of its graduates. This report presents the results of the Grad 1 survey--an inquiry to our graduates one year after completion of a degree or certificate. Specifically, this survey addresses the following items:

* objective in attending MCC
* employment (status, wage, current occupation, etc.)
* relationship of MCC education to work
* transfers to 4 year educational institution
* satisfaction with MCC
* demographics

METHODOLOGY

For many years, the Grad 1 was a telephone survey contacting graduates of the previous year and conducted at the end of each of the summer, fall and spring terms. For several reasons, we decided to conduct the Grad 1 survey by mail this year. However, the process was fraught with many problems--several of which undoubtedly contributed to the lowest response rate in several years. The instrument is presented in Appendix A.

Even with a lower response rate, the survey overall has a 95% confidence level with a $\pm$ 5% margin of error. This means that the survey could be repeated and replicate present findings within five percent 95% of the time. The level of confidence and margin of error would be different for specific questions, especially for those with a high rate of no answers; this applies to nearly all program information.

The format of the survey was reviewed and some questions and/or responses to questions were altered; some questions were added in order to clarify other information that was requested. Longitudinal comparisons are made with five years' data.

The first mailing occurred at the end of September. The surveys were accompanied by a cover letter, a consent for the employer to release information (Appendix B), and a business reply envelope. A second mailing was planned to go out approximately 2 weeks after the first. By that time, however, responses were so low because of mail problems, we decided on a third mailing which went out the second week of November. Both subsequent mailings included appropriate cover letters, additional questionnaires, and business reply envelopes.

Responses were coded and sent out for contracted data entry.

RATE OF RESPONSE

The classes of 1992-93 (summer, fall, spring semesters) had 3,168 members. Of that group, 1,249 responded to this survey (39.4% response rate). Historically (over the past five years) we have maintained a 52% response rate with Grad 1, having contacted or heard from 7,736 graduates out of 14,829. These rates are shown in Table 1.

TABLE 1
GRAD 1 RESPONSE RATES

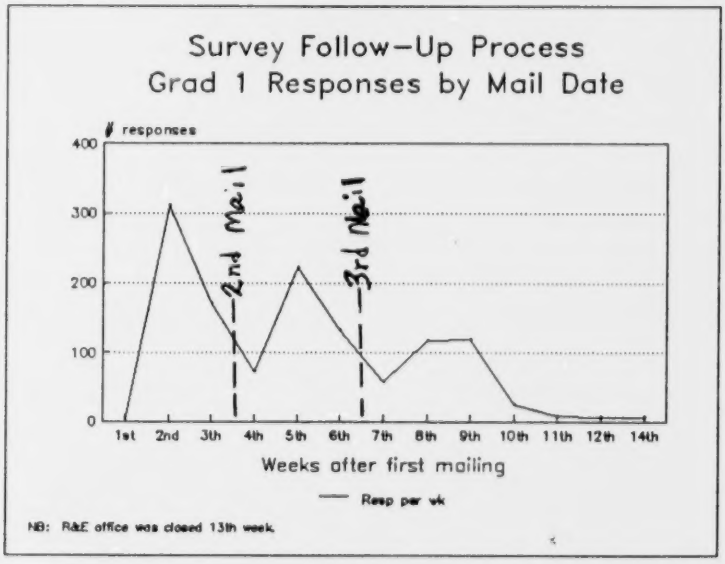
	88-89	89-90	90-91	91-92	92-93*
N class	2745	2949	3000	3067	3168
# Respondents	1412	1560	1631	1675	1249
Rate	51.4%	52.9%	54.4%	54.6%	39.4%

*Mail survey; previous studies were by phone

The response rate to this year's survey is more akin to that of the Grad 3 or Grad 5 surveys which have ranged between 41%-45% response (Grad 3) and 36-40% (Grad 5) in the last five years. We reasoned that the difference in response rate between all surveys was related to or caused by the time elapsed since graduation. It now appears that the response to those surveys might be more typical of mail follow-up surveys.

This year, for the first time, we coded returned surveys by date received in order to make some comparisons suggested by Schiltz (see "Evaluating Macomb" below). Serendipitously, we confirmed that under normal conditions (first class mail, receiving non-forwarding addresses in a timely manner, etc.) the highest response comes about 10 working days after mailing. Figure 1 below shows peak receipts in terms of weeks with approximate mail dates penciled in. One return was not coded.

FIGURE 1



Bailey (1987, p. 163 cf) cites numerous studies about follow-up on mail surveys. Three appears to be the magic number:

1. a reminder letter
2. a second reminder with duplicate survey
3. a telephone call

Our normal procedure is only one additional mailing. Because returns in this survey had been slow compared to previous graduate studies, we added a second follow-up (third mailing). As Figure 1 shows, both reminders were effective at increasing the number of responses.

DEMOGRAPHICS

In previous Grad 1 surveys (telephone), gender was observed and noted by the caller. When the survey was changed to mail, the respondents were asked to indicate what sex and ethnic group they were. Ethnic group had not been determined previously on the Grad 1. Just over 3% did not indicate their ethnic group, and 1.6% did not indicate their sex. These figures are comparable to other grad survey data from MCC.

Ethnic data are comparable to our student population and Macomb County in general. More females continue to respond to the Grad 1 survey, partly because our student body is predominantly female (Fall '93 was 13,898 female to 12,629 male; also see Table 2) but also because of a greater willingness of females to do surveys in general. The five-year statistics are presented below.

TABLE 2
RESPONDENT SEX

	88-89	89-90	90-91	91-92	92-93
Male	42%	41%	42%	45%	39%
Female	57%	53%	58%	54%	59%

OBJECTIVE IN ATTENDING MCC

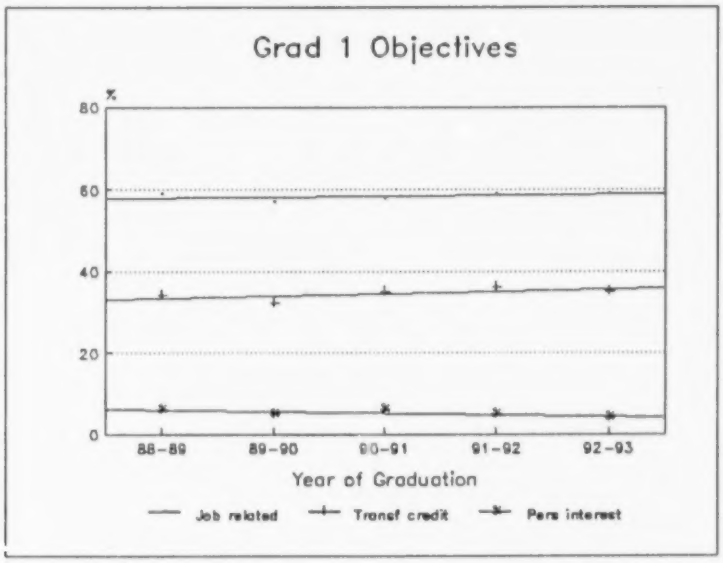
More respondents expressed a job-related objective in attending Macomb than any other reason. Forty-four percent wanted to prepare for a future job and 15% wanted to improve existing job skills. Slightly more than a third wanted to earn university transfer credits, about the same number who have indicated that objective in the past. Fewer people indicated a personal interest in attending MCC than in previous years, and one percent cited other reasons. Five year data are presented in Table 3.

TABLE 3
RESPONDENTS' OBJECTIVES AT MCC

	88-89	89-90	90-91	91-92	92-93
Prep for job	37%	34%	35%	36%	44%
Improve skills	22	23	23	23	15
Transf credit	34	32	35	36	35
Pers interest	6	5	6	5	4
Other	1	< 1	< 1	1	1
No answer	< 1	6	< 1	< 1	1

The trend, as shown in Figure 2, is clearly toward earning transfer credits. Personal interest objectives appear to be declining, while among Grad 1 respondents, job-related objectives appear to be on a very slight incline.

FIGURE 2



Examined by program, we see a different picture of the stated objective as illustrated below in Table 4.

TABLE 4
OBJECTIVE BY TOP 10 MCC PROGRAMS

Program	N Resp.	Job	Transfer
General studies	360	36.6%	55.3%
Assoc. of arts	138	17.4	75.4
Autobody design	77	88.3	10.4
Business*	145	55.9	36.6
Nursing	54	92.6	3.7
Accounting	47	51.1	23.4
LAT	24	83.4	12.5
MOA	24	95.8	---
Respiratory therapy	18	94.6	5.6
LAW	19	94.7	5.3

*includes General Business and Business Management

More males expressed a job-related objected, while more females expressed a transfer objective. There was no difference among males and females for personal interest.

EMPLOYMENT

Employer Industry

Employers identified by respondents to our Grad 1 survey this year represent, among others, the services industry (43%) and the manufacturing industry (18%). These numbers correlate with increases in service jobs (a 70% increase between 1979 and 1989)[1] and declines in manufacturing jobs in the County (a 9% drop from 1979 to 1989).[2]

Those who returned consent forms represented 34% of respondents, and the 427 usable consent forms represented 98% of those returning consents. A greater percent of males returned consents (38.1%) than did females (32.4%).

Employers were coded according to the following Standard Industrial Classification divisions. Number of employers in each division and percentage of N are shown in parenthesis.

A. Agriculture, forestry and fishing (10, 2.5%)
B. Mining (no respondents)
C. Construction (12, 3.3%)
D. Manufacturing (75, 17.6%)
E. Transportation, communications, electric, gas, and sanitary services (16, 3.7%)

---

[1] The Macomb County Economy: Industrial Suburb in Transition. Bellwether IV, p. 3.

[2] ibid.

F. Wholesale Trade (14, 3.3%)
G. Retail Trade (41, 9.6%)
H. Finance, Insurance and real estate (28, 6.7%)
I. Services (188, 43.1%)
J. Public administration (28, 6.6%)
K. Unclassifiable (15, 3.5%): 3 military, 12 employer industry unknown.

While 55% (235) of the employers named are situated in Macomb County, about one-fourth (110 - 25.8%) are located in Oakland County, 14% (61) in Wayne County, and 5% (21) are outside the tri-county area or out of the state.

Current Employment Status

TABLE 5
EMPLOYMENT STATUS

	88-89	89-90	90-91	91-92	92-93
Active military	< 1%	< 1%	< 1%	< 1%	< 1%
Emp full time	66	63	66	66	61
Emp part time	19	15	18	18	16
Self-employed	--	--	--	--	1.3
Full-time student	--	--	--	--	12
Unemp/seeking wk	5.2	5.1	5.7	6.0	5.0
Unemp/not seeking	10	11	10	11	3.4
No answer	< 1%	6%	< 1%	< 1%	1.0%

Nearly 2/3 of respondents are employed full-time although this rate is four points lower than last year, with another 16% employed part-time. The percent unemployed is down from last year, and is the lowest it has been since 1988. The number of respondents not in the labor force (unemployed and not seeking work) is dramatically lower than any of the previous five years. However, this can be attributed in part to the fact that this year respondents were given the opportunity to indicate full-time student status as an option. One percent identified themselves as self employed--another option not available previously. Longitudinal figures are presented in Table 5 above.

Distinct differences in employment status appear between male and female respondents, although an equal number report being self employed. The data are presented in Table 6.

TABLE 6
EMPLOYMENT STATUS BY GENDER

	Male N=491	Female N=738
Active military	0.4%	0.3%
Employed full time	72.1	53.8
Employed part time	9.2	21.1
Self employed	1.4	1.1
Total Resp Employed	**82.5**	**76.0**
Full-time student	10.8	12.3
Unemployed, seeking work	3.9	6.0
Unemployed, not seeking work	1.8	4.6

Length Of Service With Current Employer
Longitudinal data are presented in Table 7.

While the mean number of months reported is 59, unchanged from last year, this figure does not present a true picture of employment because one standard deviation is 71 months. It is more revealing to consider the range (one month to 348 months) and the median of 32 months. More than half (54.6%) of respondents reported being with their current employer 36 months or less. In fact, close to one-third had been with their current employer 12 months or less. The mean is skewed by significant numbers of respondents who indicated many years of employment with the same company:

60 months/5 yrs	(41 respondents)
72 months	(25)
84 months	(18)
96 months	(17)
120 months	(15)
180 months	(14)
240 months	(13)

This is true over the past five years as well: the mean and median tell different stories, although the mode has remained more or less constant at 24 months or 36 months.

TABLE 7
TIME WITH CURRENT EMPLOYER

	88-89	89-90	90-91	91-92	92-93
# months (mean)	51	59	58	59	59
# months (median)	24	30	36	36	32
# months (mode)	24	24	24	36	36
No answer	---	---	---	---	266(21.3%)

Men reported a mean time with current employers of 67.3 months; women, 51.2 months. More than 20% of respondents failed to answer this question.

Relationship of Job to MCC Education

The majority of respondents indicated their jobs were directly or closely related to their training at Macomb, although this rating was 10 points lower than last year, and 21 points lower than five years ago. Slightly more than one-third indicated their jobs were only remotely related or not at all related to their training. This is doubled from five years ago, but 10 points lower than last year.

Slightly more men than women believe their jobs are directly related to their MCC education (52% to 43%).

TABLE 8
RELATIONSHIP OF JOB AND MCC EDUCATION

	88-89	89-90	90-91	91-92	92-93
Dir/close related	67%	62%	58%	56%	46%
Remotely/not rel	17%	38%	42%	44%	34%
No answer	---	---	---	---	20%

Current Job Title

This year, respondents' job titles were coded into traditional occupational categories. A list of examples and definitions of the categories shown in Table 9 is presented in Appendix C. All codes correlate with those existing in Michigan Occupational Wage Information except for "Blue Collar," which incorporates many of the subcategories in Michigan Occupational Wage Information. For those occupations, we had insufficient information to make similar distinctions.

"Other" refers to jobs which, by the titles provided, were not clearly categorical even after consulting the Dictionary of Occupational Titles (Fourth Ed., 1991).

TABLE 9
GRAD 1 JOB TITLES (1992-93)

Category	N	%
Management/professional	220	17.6
Clerical/sales/white collar	469	37.6
Service workers	146	11.7
Blue collar	142	11.4
Full-time student	130	10.4
Other	36	2.9
Unemployed	104	8.3

Data by gender follow quite traditional lines. Men hold the majority of blue collar jobs; women, clerical/sales/white collar by nearly 2:1. Management/professional jobs are equally divided among men and women, although more women are unemployed as indicated in Table 6.

Based upon the employer data provided by the Grad 1 respondents, it is safe to say that many of the management/professional and clerical/sales/white collar positions fall within the services industry. Some of the service workers would also fall within this industry. All of this correlates with the rapid rise of service jobs and the general decline in manufacturing jobs alluded to earlier.

Normal Work Week

Most respondents indicated they worked about 40 hours in a normal work week. However, 9% (89) of the respondents to this question indicated they regularly worked more than 40 hours, with the range being 41-80 hours. The mean number of hours worked was 37; the median, 40 hours per week. Graduates of several programs routinely worked more than 40 hours per week:

Program	Hrs. Reported
Energy technology	54
Culinary arts	50
Model and pattern making	41-50
Computer numerical control	48
Fire science	47
Automated system design	43.5
Tool & die making	43
Marketing	42
Industrial electrician	42
Metrology and calibration technology	41
Industrial technology	41

Current Salary

The mean hourly salary has declined somewhat to $11.79, its lowest since the Grad 1 for classes of 1989-90. This figure represents a 12% increase over the last five years, but a 1.75% decrease from the mean salary for Grad 1 a year ago. The median reported salary was $11.00 and the mode, $10.00. The range was $2.60-$42.00. It appears from this self-reported data that close to three percent of those who answered the question about salary are below federal minimum wage guidelines, and about half that many are below state minimum wage guidelines.

Women report a mean hourly salary of $10.20, 27% lower than men ($13.90). These figures include both full- and part-time positions. National studies show women with a bachelor degree earn 13% less than men for full-time positions. (Stowe, 1993, p. 15).

TABLE 10
CURRENT MEAN HOURLY SALARY

	88-89	89-90	90-91	91-92	92-93
N responding	---	---	---	---	887
Hourly mean	$10.53	$11.66	$11.80	$12.00	$11.79
% responding	62.6%	NA	70.5%	68.6	71.0%

Salaries above $20.00 per hour were reported by respondents in the following programs:

Adm sec	$23.50	Gen bus	$42.00
Auto mech (diesel)	20.30	Gen studies	33.70
Autobody design	25.00	EIT	21.00
Auto tech	25.30	Ind electrician	21.00
Bus mgt	27.30	Land surveyor	40.90
CCT	22.60	Mech fitter	21.30
EET	22.30	Millwright	20.80
Fire science	24.00	Model/pattern makers	33.70
Nursing	22.50	Tool fixture/ die design	20.30

It is important to realize, however, that some of these higher salaries are reported by people with a great deal more experience. Some are also based on only one report, i.e., one respondent from that particular program, so they are not typical of salaries in that program.

Lowest wages (below $5.00 per hour) were reported by respondents in the following programs:

Accounting	$4.50
Arts	2.90
Auto tech	3.10
Cosmetology mgt	4.30
Early childhood care	2.60
Electrician (industrial and maintenance	3.50
MOA	4.40
General business	4.30
GCA	4.20
LAT	4.90
LAW	4.60

The same caveat that applies to high wages also applies to low wages: these may not be typical wages for graduates of the program.

Salaries of Grad 1 respondents are compared to those of this year's Grad 3 and Grad 5 respondents in Table 11 below. Hourly salaries

were converted to monthly ranges and vice-versa. While these three groups are from different populations, the salary data has all been collected this year from our graduates.

We would expect to see some group movement toward higher salaries between the first anniversary of graduation, the third and the fifth--because of additional education, experience, and/or upward job mobility. However, the movement is not that clear-cut. While the majority of Grad 1 wages are between $1,000-$1,499 per month and the majority of Grad 3 at $3,000-$3,499, the Grad 5 majority lies between $2,000-$2,499.

The data are presented in a line graph in Appendix D which more clearly demonstrates the dispersion.

TABLE 11
SALARY COMPARISONS

Monthly Salary range	Grad 1 (92-93) R=887	Grad 3 (90-91) R=682	Grad 5 (88-89) R=621
<$1,000 mo = <$5.81 hr	9.7%	11.1%	3.3%
$1,000-$1,499 = $5.82-$8.71	25.1	7.5	11.9
$1,500-$1,999 = $8.72-$11.62	19.6	11.3	16.4
$2,000-$2,499 = $11.63-$14.53	18.0	12.5	19.2
$2,500-$2,999 = $14.54-$17.44	13.2	17.4	15.8
$3,000-$3,499 = $17.45-$20.30	11.4	18.6	12.4
$3,500-$3,999 = $20.35-$23.25	.5	16.6	6.9
$4,000 or more = $23.26 or more	2.5	5.0	14.0

A comparison of salary by occupation reveals significant but not startling differences in the general categories and by male/female mean salaries. These differences are portrayed in Figure 3 on the next page. Disparities range from -7% (blue collar) to -33% (service).

Current Starting Salaries
Slightly more than half of the respondents answered the question, "As far as you know, what is your company's present beginning gross salary not including overtime for someone with your job title and duties?" The range of starting salaries was very broad ($2.85-$34.87) but the mean starting salary was $10.69. This represents a 22% increase over the last five years, and an 11.5% increase from last year. The five-year tally appears below in Table 12.

It is interesting to note that more respondents reported their company's starting salary than reported their own salary. Eighteen respondents indicated starting salaries for their positions at their companies which were below state or federal guidelines for minimum wage.

FIGURE 3

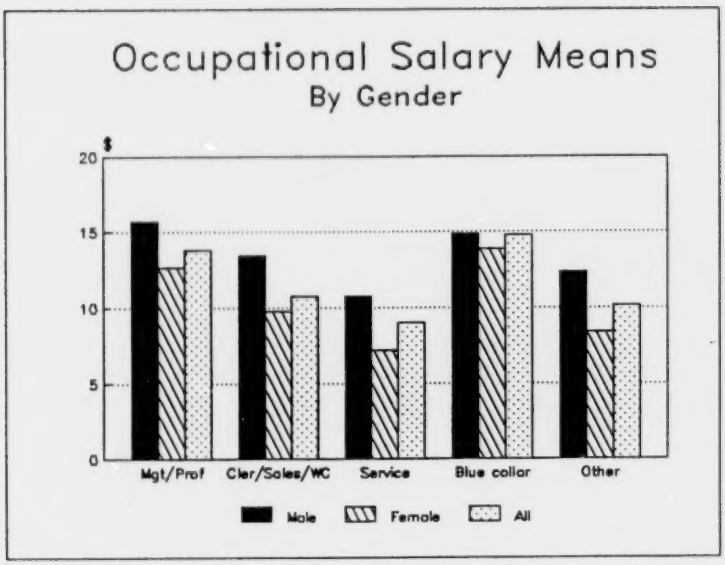


TABLE 12
CURRENT STARTING SALARIES REPORTED

	88-89	89-90	90-91	91-92	92-93
N responding	---	---	---	---	654
Mean hrly salary	$8.79	$9.59	$10.08	$9.59	$10.69

Except for "other" occupational categories, the means for all respondents are between 10% and 14% above starting salaries. The mean for "Other" is reported to be 7% below starting salary means.

For the next few questions (10-14), '92-'93 responses are based on actual responses to the questions; data prior to 92-93 were based only on those who stated they were employed.

Employment Prior to MCC Courses
About 40% of respondents indicated they were employed in a related field before their training at Macomb. This figure is down somewhat from last year's Grad 1 survey as reflected below.

TABLE 13
EMPLOYMENT IN RELATED FIELD PRIOR TO MCC COURSES

	88-89	89-90	90-91	91-92	92-93
Emp in related field	37%	42%	39%	43%	38.4%
Not in related field	63	58	61	57	42.1
No answer	--	--	--	--	19.5

In those programs where there was a substantial difference (>6 points) between yes and no responses, we find nearly one-third of tech graduates and 50% of certain other occupational programs were not employed in a related field prior to enrolling at MCC. This certainly appears to suggest that their training might have been a factor in obtaining their jobs.

More men than women reported being already employed in a related field before entering MCC (42% to 36%).

Usefulness of MCC Training
The answers to the question about the usefulness of MCC education in respondents' daily job performance were changed somewhat from the telephone survey responses. The changes are indicated below.

Value	Previous	Current
5.	Very useful	Extremely useful
4.	Somewhat useful	Very useful
3.	Neutral	Somewhat useful
2.	Not too useful	Not too useful
1.	Useless	Not at all useful

There is a significant difference in the ratings which can likely be attributed to this change. The change may also suggest that previous ratings might have been inflated because of the vocabulary. Scores based on previous and current ratings are divided by a vertical line in Table 14.

Slightly more men found their education more useful (somewhat useful, very useful, extremely useful) in their daily jobs than women (69.6% to 63.2%).

TABLE 14
JOB RELATED USEFULNESS OF MCC EDUCATION

	88-89	89-90	90-91	91-92	92-93
Extremely useful	43%	42%	42%	41%	21.4
Very useful	36	38	39	36	24.5
Somewhat useful	11	9	7	10	35.9
Not too useful	6	8	8	7	9.5
Not at all useful	4	3	4	6	8.8
Mean score (5 hi)	4.05	4.07	4.05	4.01	3.40

Obtaining Employment

In a complete reversal of opinion from five years ago, respondents to this year's Grad 1 Survey do not feel that their education at MCC helped them get a job. One might expect this perception if all were employed in the same field or related field when entering Macomb, but this is not the case. Fifteen percent more respondents said MCC courses didn't help than indicated they were employed in a related field prior to enrolling at MCC. There was very little difference between men's and women's opinions regarding whether their education contributed to getting a job.

Five year data are presented in Table 15.

TABLE 15
EXTENT MCC COURSES HELPED GETTING A JOB

	88-89	89-90	90-91	91-92	92-93
Courses helped	53%	49%	45%	51%	46.5%
Didn't help	47	51	55	49	53.5

Job Performance

While respondents do not think their MCC education helped them get a job, they agree by a margin of three to one that their coursework at MCC helps their job performance. This has been true consistently for the past five years, but the rating has declined nearly 10 points since the classes of '88-'89 were surveyed. More men believed their education helped their job performance (64% male, 55% female).

TABLE 16
EXTENT MCC COURSES HELP JOB PERFORMANCE

	88-89	89-90	90-91	91-92	92-93
Courses helped job performance	82%	81%	76%	76%	73.4%
Not helped job performance	18	19	24	24	26.6

Job Advancement

Just the opposite is true of advancement. For the second year in a row, respondents do not agree that their education at Macomb helped them advance in their jobs although men were more positive that their MCC education helped them advance. Forty-one percent agreed compared to only 27% of women.

TABLE 17
EXTENT MCC COURSES HELP JOB ADVANCEMENT

	88-89	89-90	90-91	91-92	92-93
Courses help advancement	55%	53%	48%	46%	41.9%
Didn't help advancement	48%	45%	47%	52%	58.8%

Job Availability
Our respondents see job availability as fair or slightly more than fair in their particular fields. While mean ratings are up .06 point from last year, there has been a .36 point decline over five years. The trend obviously is toward lowered perceptions of job availability although there wasn't much difference in the way males and females perceived job availability in their fields.

TABLE 18
RESPONDENTS' RATING OF JOB AVAILABILITY

	88-89	89-90	90-91	91-92	92-93
Mean score (5.00= very good)	3.86	3.77	3.52	3.44	3.50

TRANSFERS
Reported transfers are down from last year, although they were higher on the Grad 3 and Grad 5 surveys. Women transferred at a rate 51% higher than men during the first year following MCC completion.

Destinations
Wayne State University, Walsh College and Oakland University continue to be the top transfer institutions. These three are University Center partners, but we do not have data relating to whether respondents are attending main campuses or the University Center. Table 19 on the next page shows the number of students who transferred from Macomb to each destination over the last five years.

TABLE 19
TRANSFER DESTINATIONS

	88-89	89-90	90-91	91-92	92-93	5yr
Wayne State	137	129	126	105	64	561
Walsh	66	80	80	70	52	348
Oakland	60	48	55	64	37	264
Central MI	22	35	27	32	24	140
Lawrence	27	15	24	25	9	100
UD Mercy	5	9	13	23	9	59
UM Dearborn	5	9	13	9	7	43
Eastern MI	7	5	5	7	6	30
MI State	6	5	4	2	1	18
Northwood	6	9	1	4	3	23
CCS	4	3	7	1	--	15
Madonna	2	2	5	6	3	18
DCB	--	6	3	4	5	18
Siena Hts	1	2	4	5	3	15
Ferris	1	2	1	2	1	7
UM Ann Arbor	2	3	--	1	2	8
Western MI	--	1	--	--	2	3
MI Tech	1	1	--	1	1	4
Spring Arbor	--	--	--	--	3	3
UM Flint	--	--	--	--	2	2
Davenport	--	--	--	--	1	1
Northern MI	--	--	--	--	1	1
Other	34	11	11	16	12	84
Unknown	--	--	--	--	5	5
TOTAL	**386**	**375**	**379**	**377**	**253**	**1770**

Transfer Majors
The following list of transfer majors (Table 20) represents 63% of respondents to this question.

TABLE 20
TRANSFER MAJORS
(Named by 5 or more students)

	R=377 91-92	%	R=253 92-93	%
Accounting	26	6.9	21	8.6
Business	12	3.2	12	4.9
Business Administration	12	3.2	17	7.0
Computer Science	12	3.2	12	4.9
Criminal Justice	--	--	5	2.1
Education	10	2.6	--	--
Elementary Education	18	4.8	10	4.1
Engineering Technology	13	3.5	--	--
English	--	--	5	2.1
Finance	12	3.2	8	3.3
Human Resource Development	20	5.3	9	3.7
Psychology	16	4.2	11	4.5
Management	38	10.1	24	9.9
Marketing	12	3.2	8	3.3
Mechanical Engineering	13	3.5	5	2.1
Nursing	9	2.4	8	3.3
Social Work	--	--	5	2.1
Other	154	40.8	52	20.5

Actual Transfers
It is interesting to note the number of respondents, by program, who indicated a transfer objective and those who actually reported transferring in the first year after graduation from Macomb. The list in Table 21 refers only to the top ten programs as named by respondents.

TABLE 21
ACTUAL TRANSFERS BY MCC PROGRAM

Program	N Resp	Trans Obj	Actual Trans
General studies	360	55.3%	28.1%
Associate of arts	138	17.4	29.7
Auto body design	77	10.4	9.1
Business*	145	36.6	24.8
Nursing	54	3.7	7.4
Accounting	47	51.1	23.4
LAT	24	12.5	12.5
MOA	24	---	4.2
Respiratory therapy	18	5.6	---
LAW	19	5.3	26.3

*includes General Business and Business Management

Table 22 presents transfers programs by gender. More women have chosen the more common majors (those named by five or more respondents), but more women than men are undecided about a major. While men appear to be more decided about their transfer programs, those programs fall into the "other" category more than women's do.

TABLE 22
TRANSFER PROGRAM BY GENDER
(% of those reporting transfer)

	Male	Female
Accounting	8.4%	8.2%
Business*	10.8	11.7
Computer Science	9.6	2.4
Criminal justice	2.4	1.8
Elementary education	--	5.9
English	--	2.9
Finance	6.0	1.8
Human resource development	1.2	4.7
Management	13.3	7.6
Marketing	2.0	6.0
Mechanical engineering	6.0	--
Nursing	2.4	3.5
Psychology	2.4	5.3
Social Work	1.2	2.4
Other	25.9	23.5
DK/Undecided/NA	6.0	8.8

*Includes General Business and Business Management.

Lost Credits
It is obviously quite common for our graduates to lose credit hours at transfer since more than half of respondents have consistently reported losing between 1-3 credit hours up to more than 21 hours. This year's score, however, is lower than last year's but higher than the year before last. Data are presented in Table 23.

TABLE 23
NUMBER OF CREDITS LOST

	88-89	89-90	90-91	91-92	92-93
All transferred	31%	35%	35%	30%	30.4%
Lost 1-3 cr hrs	9	11	10	7	9.5
Lost 4-6 cr hrs	12	10	11	11	17.0
Lost 7-12 cr hrs	16	16	18	17	15.0
Lost 13-21 hrs	7	9	7	9	9.9
Lost >21 hrs	12	10	7	15	9.1
Tot resp rept lost credits	56%	56%	53%	59%	57.5%
No answer	12	10	13	11	9.1

A greater percentage of female transfer students reported that all credits transferred, but there is only four points difference between female and male. Between the various ranges, the number of credits lost varied considerably between men and women. This information is presented in Table 24 below.

TABLE 24
CREDITS LOST BY GENDER

	Male	Female
All credits transferred	27.7%	31.8%
Lost 1-3 credits	8.4	10.0
Lost 4-6 credits	21.7	14.7
Lost 7-12 credits	14.5	15.3
Lost 13-21 credits	10.8	9.4
Lost more than 21 credits	10.8	8.2
No answer	6.0	10.6

Respondents are generally quick to blame poor counseling for lost credits, but the actual reasons may depend more on the transferee's understanding of "lost." Anecdotal evidence suggests that some courses will transfer into another discipline than that which they are considered at Macomb or that credits may transfer as electives instead of requirements toward the major. In addition, the transfer institution may have requirements that are not in effect at Macomb, e.g., the area studies at Oakland University. Finally, the transferee may change majors--thus totally reallocating credits earned at Macomb.

Preparation for Continued Education

Graduates were asked how well Macomb's course work prepared them for further education. Nearly half of those who answered this question (234) thought they were well prepared. This perception has varied during the last five years, but findings are not dramatically changed from last year. Overall, however, it appears that the perception of adequate preparation is declining.

TABLE 25
PREPARATION FOR FURTHER EDUCATION

	88-89	89-90	90-91	91-92	93-94
Excellent all areas	21%	33%	28%	23%	18.4%
Good all areas	40	43	47	47	47.7
Exc or good some areas only	24	15	13	23	24.4
Fair, could have been better	11	6	7	5	10.7
Inadequate all areas	1	< 1	< 1	0	< 1
No answer	3	2	4	2	< 1
Mean score (5.00 hi)	**3.72**	**4.31**	**3.99**	**3.90**	**3.70**

EVALUATING MACOMB

Rating Macomb

In four of the last five years, at least 98% of all respondents have answered the questions rating various academic aspects of Macomb Community College. In 1989-90, 94% of all respondents answered the questions. Mean scores vary little.

The questions about laboratory experience and job placement were answered by much smaller groups of respondents; they also had the opportunity to indicate "did not use" as an alternative to not answering. Laboratory ratings were given by 72.6% of all respondents, and another 24.6% indicated they did not use the labs. Regarding placement, 36.7% of all respondents rated the service.

TABLE 26
MEAN RATINGS, VARIOUS ASPECTS OF MCC

	88-89	89-90	90-91	91-92	92-93
Quality of instr	4.09	4.15	4.14	4.10	4.05
Grade/test practice	3.99	4.04	4.03	4.01	3.93
Course content	4.08	4.14	4.12	4.15	4.01
Class sizes	4.28	4.28	4.27	4.30	4.10
Lab experience	3.92	3.95	3.94	3.95	3.83
Placement office	NA	NA	NA	NA	3.22

Virtually no difference appeared between men's and women's mean scores on the above aspects of MCC. However, more men than women used the labs, and more women than men used the placement office.

Overall Macomb Experience

The mean score for the question, "Which one of the following best describes your overall feeling about your experiences at MCC?" is down considerably from last year. However, the same phenomenon occurs here as in an earlier question. Possible answers were changed somewhat from the telephone survey responses. The changes are indicated below.

Value	Previous	Current
5.	Very satisfied	Extremely satisfied
4.	Satisfied	Very satisfied
3.	Neutral	Satisfied
2.	Dissatisfied	Dissatisfied
1.	Very dissatisfied	Very dissatisfied

There is a significant difference in the ratings which can likely be attributed to this change. The change may also indicate that previous ratings have been inflated because of the vocabulary. Scores based on previous and current ratings are divided by a vertical line in Table 27.

Unlike many other questions in the survey, this question was answered by 94.2%-99.7% of all respondents over the past five years. A slight difference appeared between ratings of men and women. Fifty-nine percent of men rated their MCC experience very or extremely satisfying; 63.6% of females expressed the same feelings. For those who were merely satisfied, there was a four point difference between men and women (more men than women). A greater percentage of men were dissatisfied or very dissatisfied than women (4.3% to 2.9%). Based on mean rating by gender, a slight difference was apparent: 3.73 male, 3.82 female.

Greater differences are apparent when analyzing overall experience at MCC by those respondents who reported transferring. Overall, that group gave a higher rating, both in the entire group of transfers and by male/female transfers. Data are presented in Table 27.

TABLE 27
RATING OVERALL EXPERIENCE

	88-89	89-90	90-91	91-92	92-93
Mean rating	4.37	4.42	4.38	4.38	3.78
% rating	99.7%	94.2%	99.5%	99.1%	98.9%
Mean among transfers					
Male transfers					3.84
Female transfers					3.88
All transfers (N=253)					3.88

Schiltz suggests (p. 70) that there may be a

> "...substantial response bias: those who came through the [college] experience with an affection for the institution and quite probably those who are satisfied with their jobs will be more likely to answer."

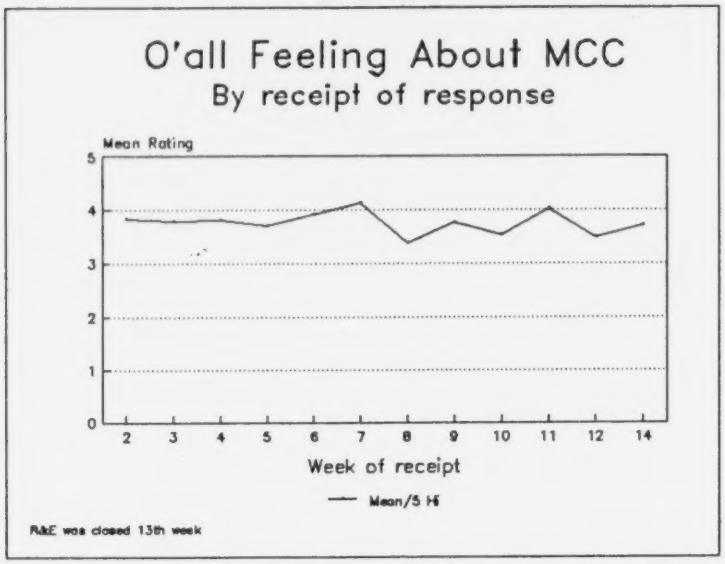
He further suggests (p. 71) that "such bias may be approximated by comparing the answer patterns of early respondents to those of late respondents."

While we cannot compare feeling about MCC with job satisfaction (the latter is not asked on the Grad 1 survey), we did compare date of receipt with overall feelings about MCC for both the total sample and gender.

It is demonstrated above that those who transferred to another college or university upon leaving MCC had stronger, more positive feelings about MCC than overall respondents. However, as illustrated in Figure 4, it does not appear that those who responded more quickly to the survey had stronger feelings than

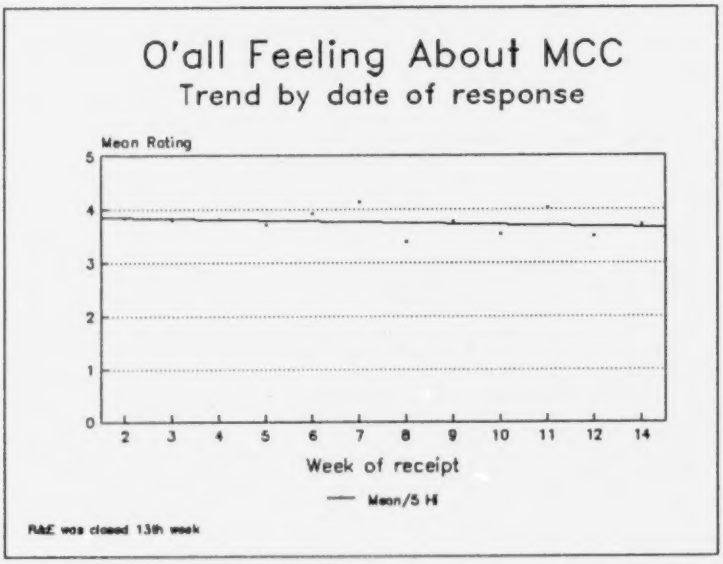
those who responded later. In fact, the opposite appears to be true.

FIGURE 4



When plotting a trend line, however, the data confirm Schiltz' theory (Figure 4). Gender differences were negligible.

FIGURE 5



VERBATIM COMMENTS

Respondents were offered the opportunity to make any comments concerning Macomb and their experience here. Nearly 400 respondents (32%) chose to comment. Their comments were analyzed for content and are summarized in the next section.

Content Analysis

After a preliminary reading of the respondents' comments, categories were established and comments were coded accordingly. In at least two instances, new categories were added; in the final analysis, at least three of the categories could be combined into the miscellaneous category. Results are presented alpha order in Table 28.

TABLE 28
CONTENT ANALYSIS OF VERBATIM COMMENTS

Category		N (392)	%
CC	Course content	23	5.87
CN	Counseling	21	5.36
CO	Course offerings	13	3.32
CP	Computers	5	1.28
DM	Demographics (ethnicity, gender)	7	1.79
FA	Faculty	66	16.84
GR	Grading system	2	.51
JB	Job related	43	10.97
KU	Kudos (general)	50	12.75
LB	Library/lab access	1	.25
MS	Miscellaneous	50	12.75
MT	Multiple topics	16	4.08
NG	Not graduated	14	3.57
PR	Program specific	26	6.63
SK	Scheduling	6	1.53
SS	Student services (other than counseling)	12	3.06
SV	Survey*	12	3.06
TR	Transfer	34	8.67
UC	University Center	3	.77

*These comments concerned the survey or the process.

More females submitted comments (65.3% of comments) than males (33.4%). The remaining few were unidentified gender.

As Table 28 indicates, the comments covered a wide variety of subjects. Since the names and addresses for this project were provided by the Registrar's office, those who indicated in the comment section that they had not yet graduated likely had received a certificate of some kind. Several people called the R&E office to question why they received an alumni survey when they had not yet graduated.

We were quite surprised by the strength of comments about the question on ethnic diversity. This has not appeared in Grad 3 or Grad 5 where the same question is asked.

Faculty received the most comments, and they were quite evenly divided between positive comments and negative comments. Most of the comments about student services (other than counseling) had to do with job placement (hours, effectiveness, etc.) and learning center staff.

Job-related comments covered a broad spectrum from low salaries to need for experience to gratefulness for provided training to obtain or upgrade a respondent's job.

The University Center comments referred specifically to the UC, but several program-specific comments referred to establishing four-year programs at the College which one could interpret as meaning "at the UC."

Most course content comments indicated that content should be expanded and/or more rigorous.

A couple of respondents wrote quite lengthy comments (several in letter form) which dealt with multiple issues: program, course content, faculty, etc. For the most part, they were well reasoned and well written.

Transfer comments alluded to difficulty with credits, difficulty coping with demands at a university, or the ease with which the transition was made.

Remarks dealing with the survey itself included, in addition to all demographic concerns (these were double coded), comments about the format of the survey, choices given, timely delivery (mostly lack of it) and quick turnaround based on untimely delivery.

SUMMARY

- ✓ Response was considerably lower owing to survey's new mail format; yet response was comparable to rates of Grad 3 and Grad 5 studies.
- ✓ Most respondents indicated job related objectives in attending MCC; the number reporting transfer objectives is increasing.
- ✓ For the first time, we identified employers by SIC codes. Most respondents worked in services industries (43%) or manufacturing industries (18%). The majority (55%) work in Macomb County.
- ✓ 79% of respondents are employed at least part-time, with a median time with their current employer of 32 months.

- ✓ Less than half of respondents see their job as directly or closely related to MCC education.
- ✓ In another first, job titles were coded by general occupational categories. More than one-third were employed as clerical/sales or white collar; 18% reported being in management or professional positions; 12% in service positions; 11% in blue collar jobs.
- ✓ Reported salaries are up from five years ago, but down nearly 2% from last year. The mean hourly salary is $11.79.
- ✓ More than 40% of respondents indicated they were not employed in a job related to their current field before entering MCC.
- ✓ Mean rating on job-related usefulness of MCC education is down from 4.01 last year to 3.40 this year. The drop is attributed to a change in the rating system.
- ✓ More than half say their courses at MCC didn't help them get their present job, but three-fourths say their courses help their job performance.
- ✓ Reported university transfers are down nearly one-third from last year's survey.
- ✓ Respondents' perception of MCC's preparing them for further education has declined for the fourth straight year. Mean ratings dropped from 4.31 to 3.70 in this survey.
- ✓ Ratings of several specific aspects of MCC have also declined according to this year's respondents.
- ✓ Rating of the overall Macomb experience dropped nearly 1 point from last year's mean; however, this, too, is attributable to a change in the rating system.
- ✓ Those graduates who responded quickly to the survey have a slightly higher opinion of MCC than those who responded at the deadline.

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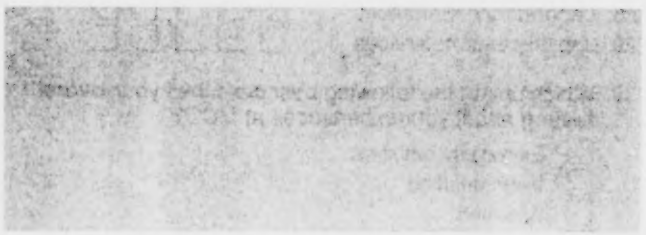
Macomb Community College

1-YEAR GRADUATE FOLLOW-UP SURVEY

GRAD 1 MiSIS



Please check the appropriate box or answer as required. This information will help the College plan its future course and program offerings.

1. What was your **primary** objective in attending MCC?
   - ☐ 1 Improve existing job skills
   - ☐ 2 Prepare for a future job
   - ☐ 3 Earn university transfer credit
   - ☐ 4 Follow personal interest
   - ☐ 5 Other

2. What is your **current employment status**?
   (If you hold more than one job, your answers should reflect your **primary source of income**.)
   - ☐ 1 Active military service ..... ▸ *Go to Q4*
   - ☐ 2 Employed full time ..... ▸ *Go to Q3*
   - ☐ 3 Employed part time ..... ▸ *Go to Q3*
   - ☐ 4 Self-employed ..... ▸ *Go to Q3*
   - ☐ 5 Unemployed, seeking work ..... ▸ *Go to Q14*
   - ☐ 6 Unemployed, not seeking work ... ▸ *Go to Q14*
   - ☐ 7 A full-time student at a 4-year college or university ..... ▸ *Go to Q18*

3. How long have you worked for this employer?

   _____ Months

4. What is your current job title?

   _____

5. How is your current job related to the courses which you completed at MCC?
   - ☐ 3 Directly or closely related
   - ☐ 2 Only remotely related
   - ☐ 1 Not related at all

6. What is the **normal** work week (**without overtime**) for your job at your company?

   _____ Hours

7. What is your current **gross (before tax)** salary **not including overtime**? (***Please complete only one answer.***)
   - ☐ 1 Hourly ☐☐☐.☐☐
   - ☐ 2 Weekly ☐☐☐☐.☐☐
   - ☐ 3 Every 2 weeks ☐☐☐☐.☐☐
   - ☐ 4 Bi-monthly ☐☐☐☐.☐☐
   - ☐ 5 Monthly ☐☐☐☐.☐☐
   - ☐ 6 Yearly ☐☐☐☐☐☐.☐☐

8. As far as you know, what is your company's present **beginning gross (before tax)** salary **not including overtime** for someone with your job title and duties? (***Please complete only one answer.***)
   - ☐ 1 Hourly ☐☐☐.☐☐
   - ☐ 2 Weekly ☐☐☐☐.☐☐
   - ☐ 3 Every 2 weeks ☐☐☐☐.☐☐
   - ☐ 4 Bi-monthly ☐☐☐☐.☐☐
   - ☐ 5 Monthly ☐☐☐☐.☐☐
   - ☐ 6 Yearly ☐☐☐☐☐☐.☐☐

9. Were you employed in a job related to your present occupational area **before** you took your first classes at MCC?
   - ☐ 1 Yes
   - ☐ 2 No

10. How useful in doing your day-to-day work is the occupational training and/or course instruction which you received at MCC?
    - ☐ 5 Extremely useful
    - ☐ 4 Very useful
    - ☐ 3 Somewhat useful
    - ☐ 2 Not too useful
    - ☐ 1 Not at all useful

11. Did the courses which you took at MCC help you to obtain your job?
    - ☐ 1 Yes
    - ☐ 2 No

12. Did the courses which you took at MCC help your performance on your current job?
    - ☐ 1 Yes
    - ☐ 2 No

13. Did the courses which you took at MCC help you to advance on your current job?
    - ☐ 1 Yes
    - ☐ 2 No

FORM NO. 1056 8.93

33 ***Please continue on the opposite side of this page.*** ▸

14. How would you rate the availability of jobs in the subject area which you studied at MCC?
- ☐ [5] Very good
- ☐ [4] Good
- ☐ [3] Fair
- ☐ [2] Poor
- ☐ [1] Very poor

15. Have you ever applied to a 4-year college or university?
- ☐ [1] Yes
- ☐ [2] No

16. Were you accepted at the college or university?
- ☐ [1] Yes
- ☐ [2] No

17. Since you graduated from MCC, have you actually transferred to a **4-year college or university**?
- ☐ [1] Yes ..... ▸ *Go to Q 18*
- ☐ [2] No ..... ▸ *Go to Q 24*

18. To which college did you transfer?

_____

19. Are you still a student at that institution?
- ☐ [1] Yes, full-time (12 or more hours) .. ▸ *Go to Q 20*
- ☐ [2] Yes, part-time (less than 12 hours) ▸ *Go to Q 20*
- ☐ [3] No ..... ▸ *Go to Q 24*

20. What is your status at this institution?
- ☐ [1] Junior
- ☐ [2] Senior
- ☐ [3] Other

21. What is/was your major at the college to which you transferred?

_____

22. How many of MCC's credits did **not** transfer to this college?
- ☐ [6] All MCC credits transferred
- ☐ [5] Lost 1–3 credit hours
- ☐ [4] Lost 4–6 credit hours
- ☐ [3] Lost 7–12 credit hours
- ☐ [2] Lost 13–21 credit hours
- ☐ [1] Lost more than 21 credit hours

23. How well did the courses which you completed at MCC prepare you for continuing your education?
- ☐ [5] Excellent in all areas
- ☐ [4] Good in all areas
- ☐ [3] Excellent/good in some areas only
- ☐ [2] Fair, but all areas could have been better
- ☐ [1] Inadequate in all areas

On a scale of 1 to 5, with 5 being the highest, please rate your experiences at Macomb in the following areas:

	Very Good 5	4	3	2	Very Poor 1	Didn't Use 8
24. Quality of instruction	☐	☐	☐	☐	☐	
25. Grading/testing practices	☐	☐	☐	☐	☐	
26. Course content	☐	☐	☐	☐	☐	
27. Class size	☐	☐	☐	☐	☐	
28. Laboratory experiences	☐	☐	☐	☐	☐	☐
29. Job placement services	☐	☐	☐	☐	☐	☐

30. Which one of the following best describes your **overall feeling** about your experiences at MCC?
- ☐ [5] Extremely satisfied
- ☐ [4] Very satisfied
- ☐ [3] Satisfied
- ☐ [2] Dissatisfied
- ☐ [1] Very dissatisfied

31. Do you plan to take any classes at MCC in the future?
- ☐ [1] Yes
- ☐ [2] No
- ☐ [3] Don't know

32. Periodically, as part of our follow-up activities, the College will contact the supervisors of graduates to see how well Macomb's education is preparing people for their work. May we contact your employer?
- ☐ [1] Yes
- ☐ [2] No

If yes, please sign and complete the enclosed authorization form. If you authorize MCC to contact your employer, we will do so before March 15, 1994. We will not use the authorization beyond that date, or for any other survey but our routine Employer Follow-Up Survey.

If you would like an appointment to see an MCC job placement counselor, please call 445-7229 (South Campus) or 286-2239 (Center Campus) during regular business hours (9:00 a.m.–4:00 p.m., Monday through Friday).

33. What sex are you?
- ☐ [1] Male
- ☐ [2] Female

34. What is your ethnic group?
- ☐ [1] Native American or Alaskan Native
- ☐ [2] Asian or Pacific Islander
- ☐ [3] Black, not of Hispanic origin
- ☐ [4] Hispanic
- ☐ [5] White, not of Hispanic origin

35. We would appreciate any other comments you may have.

_____

_____

_____

34

This completes our survey. The College appreciates your participation.

Please return this form (and the signed authorization form) in the pre-paid envelope as soon as possible.

APPENDIX B

Macomb Community College

November 1993

I hereby give my permission for the Department of Research and Evaluation at Macomb Community College (MCC) to contact my employer, as identified below, relative to the relationship between my education at MCC and my current employment. I understand that information collected from my employer by MCC is not to be considered an evaluation of my performance as an employee but serves only to enable MCC to complete research involving me as an MCC graduate or certificate holder.

No information concerning me as an individual will be released by the College or its Department of Research and Evaluation to any third party or outside agency.

This authorization expires on March 15, 1994. For information concerning this study, please call (313) 445-7863, Monday through Friday between 8:30 a.m. and 4:30 p.m.

Please **sign** your name. _____

Please **print** your name. _____

My current employer is:

(1) Company Name/Division _____

(2) Supervisor's name _____

(3) Supervisor's title _____

(4) Address _____

(5) City _____

(6) State _____ (7) ZIP Code _____

14500 E. 12 Mile Road, Warren, Michigan 48093-3896 (313) 445-7000

APPENDIX C

LIST OF OCCUPATIONS
GRAD 1
January 1994

1. Unemployed - laid off, not working, disabled, retired, not seeking employment

2. Management/professional

accountant
administrator
attorney
architecht
CEO - Chief Exec Officer
CFO - Chief Financial Ofcr
COO - Chief Operating Ofcr
director
doctor
engineer
HRD
judge
lawyer
librarian
manager
minister
nurse
occupational therapist
pastor
president
priest
professor
rabbi
respiratory therapist
social worker
supervisor
scientist
teacher (BA/BS)
therapist (mental health)
vice president

3. Clerical, sales, other white collar

banker
bookkeeper
CAD/CAM
clerk
computer operator
computer programmer
dental assistant
dental hygenist
designer
draftsman
group processor
insurance (sales/rep)
lab technician
medical office assistant
office manager
paralegal
paraprofessional
photographer
physical therapist
politician
project coordinator
public servant (mayor, commissioner, etc.)
receptionist
sales man/woman
self employed
small business owner
systems analyst
secretary
technician
telemarketer
typist
word processor
x ray technician

4. Service worker

babysitter
barber
bus driver
chauffeur
child care worker
  latchkey
  pre-school
custodian
delivery person
fast food worker
firefighter
hairdresser
housekeeper
landscaper
lawn service worker
maid
mail carrier
military/armed services
nanny
nurse assistant
nurse's aide
police officer
repairman
security guard

5. Blue collar

carpenter
cement worker
contractor
die maker/designer
electrician
factory worker
HVAC
laborer
maintenance
mechanic
model maker
pipefitter
plumber
roofer
steel worker
tool maker
tool & die
truck driver (not delivery)
welder

6. Full-time student

7. Homemaker - housewife

8. Other - anything not listed, uncertain, vague or undefined

9. DK/NA - Don't know; no answer; refused

1/12/94 ja

Salary Comparisons
Grad Surveys This Year

NB: Percentages based only on respondents to the question about wages.